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December 14, 1931

JOURNAL OF EDUCATION

The National School Weekly

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Character Workshop
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This Week on the Air

News of Education

Announcing

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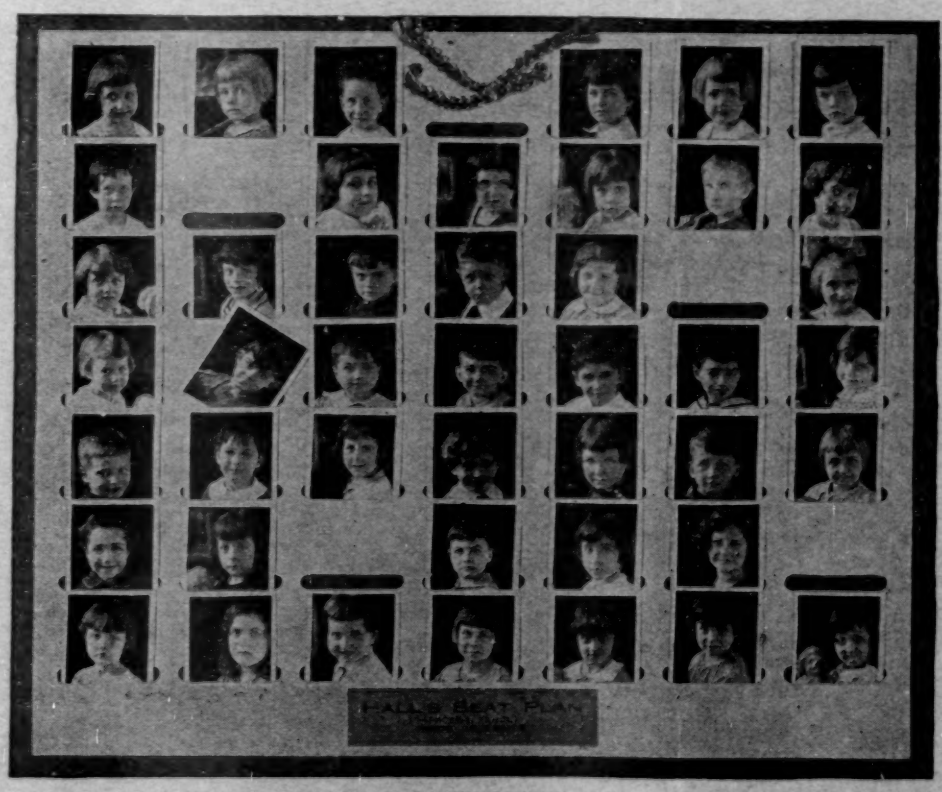

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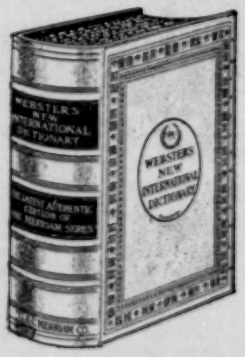

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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Editorials

Triumphs of Depression

THE revelations of science and the new creations of education in the United States in the last five years are more wonderful than any we have ever known.

The revelations of science have been emphasized in the daily press, but there has been slight attention, even in the professional press, to the vast number of unprecedented attainments in education.

We can think of nothing more important to education or more interesting in the present unsettled condition of everything everywhere than calling attention to the various new achievements.

World Federation

THE highest expectations of the friends of the World Federation of Education Associations are being met since Dr. Augustus O. Thomas opened official headquarters at the National Education Association building in Washington in early November.

The significance of having an eminent academic and professional leader with residence in New York City as president is being fully realized.

Hawaii is already promoting attendance from the ends of the earth for July, 1933. Dr. Thomas has many interests in action, and he is devoting all of his time and thought to the promotion of this endeavor to unify the educational forces of the world.

Education in Mexico

THE spirit of Mexico in education is everyway encouraging. The progress of tolerance cannot be commended too highly. It is demonstrated in several ways in the attitude of the government toward the outside world, and by the outside world toward various interests in Mexico.

"Cold Storage Education"

WILLIAM A. BALDWIN'S characterization of "Cold Storage Education," which we are using in this issue, meets a present need forcefully. It would have been important five years ago. It is vastly more important today because of the world crisis.

Civilization is being challenged in every country, on every continent, by every race, creed, and language.

Geography, science, and economics had no facts in 1928 that are marketable today, any more than the best railroad stocks of 1928 can be used as financial security today at their 1928 price.

Superintendent Campbell's Inaugural

PATRICK T. CAMPBELL's first address to his administrative associates was a masterpiece from every angle.

We have known no one in city school service who has set a better example of minding his business as a high school teacher and principal than did he in his experience in the Public Latin School of Boston.

He never found fault with any one above or below him, but his first address, December 2, reveals a knowledge of Boston schools from the inside which is really wonderful.

He talked directly to the principals and not to the public about them.

Dr. Campbell's affectionate appreciation of Dr. Jeremiah E. Burke was analytically just, professionally inspirational and personally beautiful.

Katherine D. Blake

IT IS A JOY to see that Katherine D. Blake is one of the leaders of America in the promotion of peace and prosperity of the world. She rivals Jane Addams and Julia Lathrop in these strenuous times.

Miss Blake has retired as principal in New York. She was the chief speaker of the Peace Congress in its recent journey from California to New York, as it zigzagged from one important city to another.

She has been famous in personal attainments and professional achievements since she was the leader among women and men at the time when San Francisco needed immediate and adequate assistance after the great conflagration. It was Katherine D. Blake who sponsored a special train, and had it filled to the brim with the best gifts from teachers, which Estelle Carpenter distributed to teachers without requiring them to join the miscellaneous line in search for food and clothing.

Katherine D. Blake is one of the most distinguished members of the National Education Association.

Education in Southern California

THE celebration of the tenth anniversary of the presidency of Rufus B. von Klein Smid of the University of Southern California on December 12 was a remarkable reminder of the miraculous evolution of education in Los Angeles in the last decade.

These ten years were gloriously successful in the University of Southern California. The student enrollment nearly tripled, the faculty almost doubled, several schools as colleges were created in the university, and seven new buildings were erected.

The remarkable feature of this is that in the last half of these ten years the college enrollment, faculty increase and campus buildings of other colleges and universities in Los Angeles were as great as in the whole ten years of the University of Southern California.

The matchless opportunity of the University of Southern California was due to the fact that it was in position to take advantage of the situation, and use the first half of the decade in preparation for leadership as a national university before the later activities in Los Angeles were established.

That which made this celebration of supreme importance was the fact that Dr. Rufus B. von Klein Smid had national recognition ten years ago. He had two other presidencies offered him at the same time, one in the heart of the Mid-West, one in the greatest city between the Missouri river and the Pacific Coast. His selection of the presidency of the University of Southern California was the chief event that justified this great celebration.

Dictionaries

THIS month will close the twelve months of the 100th anniversary of the establishment of the G. and C. Merriam Company, Springfield, Massachusetts.

Nothing has done so much for 100 years for the culture of our people as have the dictionaries. Nothing is doing as much today for the millions who have come from all lands, bringing all languages to their new homeland, as the dictionaries, large and small.

Fortunes have been invested by various companies in the making of dictionaries, but through all the 100 years the G. and C. Merriam Company has had a force at work every business day finding some way to do something to improve the use of correct English easily by everybody who talks it, writes it, and reads it.

The world crisis has made the skillful reading, correct and easy writing of English more important in every country on every continent than ever before 1920.

December should be used by every school to magnify the best use of dictionaries.

Belding's Page

Academic Rigidity

THE secondary school curriculum was for many years based upon the needs of the student who was going to college. While college preparatory work still dominates many of these schools, an increasing number of them have succeeded in offering attractive programs for their non-preparatory pupils.

In a number of high schools, in fact, a peculiar thing has resulted from the shifting emphasis of the curricula. It is—that the pupil who is fitting for college has even less leeway in the choice of studies than had his predecessor of a generation ago. The college groove has grown narrower as the non-college pathway has broadened.

To cite one very important example—the subject of physics is frequently denied to the college preparatory group. While it may be said that they can get this when they reach college, this is not always the case. The college work in physics is likely to presuppose a high school course in the same field, and hence to assume an amount of elementary knowledge that the pupil does not possess. Introductory physics in college is notoriously difficult and mathematical, while high school physics in the hands of a good teacher is fascinating.

Yet the rigidity of the college preparatory program forbids physics instruction or so circumscribes it that the student is virtually forced to omit taking it.

The high school pupil in the academic course may be pardoned for looking with envious gaze upon the interesting, modernized courses open to his neighbors in the general or life-preparatory courses of the same school. This condition would not need to exist if the colleges would relax their insistence upon certain traditional units of preparation.

Hint to Philanthropists

THE largest, best known and best advertised educational institutions attract the largest gifts. Millionaires follow the crowd. No doubt they believe that the universities which are already accustomed to handling large sums will be best able to handle additional large sums. There is some point to this.

There is, however, occasional need for new institutions, unfettered by traditions, ready to make fresh approaches to educational problems.

Gifts to education might, in some instances, be made through channels quite apart from those commonly regarded as educational. Some one with vision, for example, might endow a newspaper, a motion picture industry or a radio station, instead of a school or university.

But for those persons of larger or smaller means who are in search of established seats of learning which would make good use of gifts, many an obscure, undernourished school could be found which would not only appreciate what it received but make every dollar do the work of three or four.

A gift of a few thousand dollars, rightly placed, might be the means of restoring new life to a half-starved institution; perhaps setting an example to others to help in the same restoration process.

Patrons of education would do well to seek the points of greatest need and greatest opportunity, instead of blindly following the fashions in giving set by others.

A Social-Economic Sense

RETAIL stores complain of the abuse of the return privilege by customers. Many stores report as high as twenty-five per cent. of goods which have been ordered, charged and delivered and are then sent back for credit, either because unsatisfactory or because the customer has had a change of mind.

The habit of returning goods is costly to the public.

Put a test question to yourself: Do you ever consider the injury to others and yourself involved in returning goods when you are deciding whether to return something you have ordered?

If you do give real weight to such a factor, you have arrived at a social-economic sense above the average.

Having reached this high ground, you are probably above two other acts that give pain to manufacturers and add to the price at which commodities have to be sold.

You do not encourage your children or your pupils to send for booklets.

You do not request samples of textbooks you have no intention of adopting for class use.

The abuse of sending for booklets, merely for the information or pictures contained in them, has reached large proportions. Often the manufacturer would be glad to supply the booklets for educational purposes, if he were frankly requested to do so—and he would be saved the expense of sending a representative to follow up the inquiry, as is so often done.

Textbook sampling is sometimes practiced on a scale amounting to robbery. A certain principal is known to have boasted quite shamelessly that he has a whole closet full of books he has procured without charge from publishers—books which he intends to sell.

Anson W. Belding

Associate Editor.

Make the School a Musical Centre

By HENRY T. FLECK

Director, Department of Music, Hunter College, New York

"Giving music its rightful recognition in the school curriculum involves scholastic rewards for music studies in the form of credits for graduation from high schools and colleges."

CIVILIZATION has traveled far in consolidating, perpetuating and broadening its cultural accomplishments and advances through the ages. More and more each year, great accumulations of private wealth and public moneys are devoted to bringing the advantages of these cultural accomplishments into the every-day lives of a greater number of people—at once creating and satisfying a broader demand for beauty of line, color, thought and spiritual form.

For this countless millions of dollars each year poured into public works, vast libraries, art galleries, museums and archaeological expeditions, architectural monuments, etc.—representing all forms of artistic expression.

But musical expression, the art with the most universal appeal, is without that organized public support—either state or national—which other arts command.

Why is this?

Is it because the interest has not been centred on good music *per se?* Has cultivation of a popular taste for good music in this country been forced too much to depend for organized support upon interests which, through lack of co-ordinated thinking, have considered good music too much as a means to an end and too little as an end unto itself?

Opportunity is likely to be the measure of a cultivated taste. This is no less true of music than of any other cultural art.

The problem then is to take good music to the public rather than to lead the public to good music. But how? The means are at hand in a very large measure through the educational system, the public school, high schools, training schools, colleges, and universities.

First: By increasing the opportunities and scholastic rewards for studying of music.

Second: By extending and improving the condition of the school as a musical centre for the community more particularly for adult education.

The problem of adolescent education in good music finds its first solution through the school.

But adult education? Education is quite as enjoyable for the man of seventy as for the child of seven. This is an opportunity to make public schools a place where an adult audience may attend and absorb the loveliest of artistic productions. This would serve to create potential listeners. It would do for music what the library has done for literature. Suppose music centres were as numerous as public libraries. Is there any room for doubt that they would bring great returns in education and a new spirit of popular contentment?

NEARLY two and one-half billion dollars, it is estimated, are spent annually for public education in this country. A recent survey of nearly 15,000 large public high schools reveals less than 4,000 courses in instrumental music as compared with 38,000 courses in laboratory sciences, 8,000 courses in manual training and shops, 9,000 courses in domestic sciences, and 16,000 courses in business practice—clearly a disproportionate lack of emphasis on music.

Again, while 40 per cent. of private schools and academies have courses for instruction in instrumental music, only 26 per cent. of public high schools surveyed were found to offer such courses.

In these figures we would seem to find some basis for the thought that the public school lags behind the private school in the opportunity it offers for musical education.

One more glance at the statistics. Based on a survey of the entire country, it is estimated that public and private school auditoriums combined (elementary, secondary and higher education) number only about 18,000, of which 5,290 are in public high schools.

Giving music its rightful recognition in the school curriculum involves scholastic rewards for music studies in the form of credits for gradua tion from high schools and colleges.

The New York State Board of Regents, for instance, whose examinations are accepted by most schools of higher education, allows credits for musical courses. This has a double effect in high school and college courses. In both it increases the student's incentive to take the musical course, and, with the enlarged musical facilities involved, increases the opportunuity of the student body generally to hear and acquire a taste for good

music, aside from the regular academic work.

Thirty years ago, when I started my work at Hunter College, then one of two public institutions of higher education in New York City, no credit was given for music study. Hunter College now offers more than sixty major, minor, and optional music courses, all involving credits for the degree of bachelor of arts. We have been giving credit for music courses for twenty-eight years.

When I started at Hunter College I was alone in the music department. Now we have a teaching staff of thirty-three.

A striking justification of this progressive policy was found in answers to a questionnaire circulated among members of this year's freshman classes in which music outranked all but four subjects as the favorite study.

This interest has been entirely due to the granting of credits for work is music.

In our requirements a candidate for majoring in music "must have an ear and aptitude for music," and be able to play an instrument, preferably the organ or the piano, "to some extent."

Here, then, is one place where an organized effort in behalf of good music can be of immediate effect. Public school systems must be delicately attuned to proper public demands. Insistence that music be given its rightful place in the curriculum is eminently proper and would receive more of a hearing emanating from an extra-educational source than if coming exclusively from within the educational field.

It would be not too much to demand that men and women primarily interested in music be represented *as such* on state and city boards of education. By such I mean men and women, whether of artistic or commercial interest, who are equipped and prepared to insist on proper recognition of music in all educational activities.

School orchestras, bands, glee clubs and other choral organizations have borne the great brunt of the public school's responsibility for the musical education of the student and adult. The student under the inspiration of such work has responded nobly. Without other rewards, often, than those of school spirit and artistic satisfaction, he has struggled to arouse and satisfy a taste for good music within the student body and the community.

Frequently the student pays for his or her own instrument. But most important of all, frequently the teaching staff of the school, without a regular course in instrumental instruction, is not equipped to give him any real assistance, and the school building has no auditorium for musical entertainment.

Science departments are fully equipped without expense to the students. Why not music?

A definite trend in the direction of overcoming this condition and of increasing the needed instructional support for both instrumental and academic activities may be observed in the increased use of the pipe organ in public high schools and colleges. I hope the day is not far distant not only when every high school and college will have an adequate auditorium for musical activities but when every auditorium will be equipped with a pipe organ.

Great credit is due to the New York City Board of Education for its encouragement of instrumental and choral music appreciation, both in the school and the community. There are now, I believe, more than twenty pipe organs in New York City high schools alone, seven of which have been installed in the past year. The last seven installed are automatic reproducing instruments, of unquestioned value in broadening the capacity of these schools for spreading music appreciation throughout their respective communities.

New York City now includes some knowledge of organ playing among the requirements for teachers of music, feeling that organists are best qualified for general musical instruction.

This is a policy all school systems should adopt with respect to musical staffs. It would mean a far broader measure of assistance for the entire range of musical effort in the schools—both vocal, and instrumental and cultural.

Here, then, is an opportunity for real public service, putting behind our public school system, unquestionably the finest in the world, the support and insistence of every taxpaper upon adequate recognition of good music as a cultural need of our people. The educator cannot do it alone, nor can the fortunate few who recognize the need, principally because of their own knowledge and appreciation of the art.

The movement calls for co-ordinated thinking and organized effort.

When Trouble Comes

Trouble has a trick of coming butt end first;
Viewed approaching, then you've seen it at its worst,
Once surmounted, straight it waxes ever small,
And it tapers till there's nothing left at all;
So, whene'er a difficulty may impend,
Just remember you are facing the butt end;
And that looking back upon it, like as not,
You will marvel at beholding just a dot.

—Kansas City Star.

Cold Storage Education

By W. A. BALDWIN

Rhode Island College of Education, Providence

"What really happens to Cold Storage Knowledge which has been taught not because of any present need on the child's part, but because it is in the curriculum?" The author briefly answers.

A NOTED educator has recently been writing and speaking very persuasively in favor of a large degree of what he has quite properly called "Cold Storage Education." To be sure he is glad to give the children some work which they enjoy, work which grows out of their present needs, and so has meaning for them now. This he calls Developmental Education. But he insists that as adults they will need many facts which now have no meaning for them, and many habits and skills which they will not naturally get as a part of developmental education, but only by continuous drills upon what seems to them now extraneous matter.

He would have experts employed to select facts in geography, history, and similar subjects, as lists of words have already been made in spelling. These lists, according to his theory, should be graded, and made a part of the minimum requirements of the curriculum, and each child should be required to learn and retain all of them.

These, or similar experts, will be expected to make lists of desirable skills, like adding quickly and correctly, and writing legibly, rapidly, and with ease. Similarly they will list desirable habits, as industry, persistence and reliability.

This seems at first like a very attractive proposition, and we might all accept it if we could be certain regarding two points, viz.:—

1. What in our present civilization will be needed in the same form when these children become adults?
2. How can we teach these necessary things so that they will carry over. and will not in the process so fix the minds of the children as to interfere with their developmental education?

Both seem impossible of satisfactory answer.

Did the reader ever try to get a group of intelligent people to agree upon the minimum essentials in geography or history? The writer once tried to have the members of a normal school faculty agree upon minimum essentials in geography. No two lists were alike. If you could have secured an agreement for 1914 who would have been satisfied with that list for 1920?

If one compares the facts of his childhood with similar facts of his adulthood, what changes! Illustrations: Lists of means of transportation, boundaries and governments of countries of Europe.

Turning now to No. 2: We have for years been trying in our public schools to get the great mass of information which is being taught so taught that it will be conserved or projected in usable form into adulthood. And what has been the result? The general testimony is that it does not so carry over.

What really happens to this "cold storage knowledge" which has been taught, not because of any present need on the child's part, but because it is in the curriculum?

First—It is learned by mechanical memory! Illustrations—the rivers of Asia, the early explorers, the presidents of the United States.

Second—Unless in some way it has become associated with the life of the learner, it is like detached, lifeless lumber or cold storage stuff, which can never again take on life. Illustration—It is as different from the developmental or evolving kind of knowledge as lumber is from the living tree.

Third—When the time comes for its use one of three things has happened, viz.:—

(a) It has faded away because of lack of associations with vital life experiences. Illustration—The names of Arctic explorers.
(b) It is out of date and so useless. Illustration—Population of Massachusetts or New York City.
(c) It is distorted because gained by a child mind, and so it is not adapted for use of adults.

Now what can be said regarding the effect of this cold storage type of education upon the developmental or evolving type? In so far as the former has been successful the latter has suffered.

Some of the habits formed are as follows:—

1. Dependence upon some book or person as an authority.
2. Satisfaction with and reverence for the old.
3. Opposition to change.
4. Deductive thinking, and inability to think inductively.
5. Narrowmindedness which results in an attitude which is dogmatic, bigoted, unsympathetic, uncharitable.

As a result we have the fundamentalist in religion; the stalwart or stand-patter in politics; the conservative in all lines of thought.

The "Debt Eternal"

By FRANK W. BALLOU
Superintendent, Washington, D. C.

EDUCATION today faces a real crisis, due to the present financial depression. Institutions of higher learning are finding the income from their endowment funds greatly reduced, owing to the non-payment of interest on investments. Student loan funds and income for scholarships are likewise affected. At the same time that income is being curtailed, an increasing number of students must have financial aid if they are to complete their college course.

Correspondingly, the public schools, which are supported from taxes, are now faced with reduced financial support at the very time when an increased number of students are desirous of continuing their education as a means of increasing their earning power or are compelled by law to attend school, since they cannot now secure employment. The inability of municipalities to collect taxes at this time leaves the treasury short of funds for maintenance and operation of the usual muncipal activities. Under these circumstances budgets are necessarily being reduced.

On the basis of returns from approximately 1,600 out of 3,333 communities of over 2,500 population, it appears that teachers' salaries are being reduced, night schools are being closed, kindergartens are being abandoned, the teaching of special subjects is being eliminated, supervision is being reduced, principalships are being combined, and summer schools are being abolished, to the end that school expenditures may be kept within available school revenues.

Notwithstanding the traditional faith of the American people in education and the general recognition of its importance, the school budget comes in for major consideration in any economy program, because it represents from 25 per cent. to 40 per cent. of the total appropriations in our municipalities. Those who are looking for means of tax reduction apparently see in education only an enterprise costing in the neighborhood of $2,500,000,000 a year; an enterprise requiring about one-fourth of the total national tax bill, and about two-fifths of the taxes collected by state and local governments. They appear to overlook certain facts; namely, that the United States pays less taxes in proportion to national income than any other civilized country; the fact that public school expenditures claim less than three cents out of every dollar of national income; the fact that teachers' salaries are lower than those paid to the average gainfully employed person; and finally, the fact that effective education is an investment of vital concern to national welfare.

THE present financial depression has produced one of the most interesting dilemmas in American history. On the one hand, because of an unplanned economic system, the nation witnesses factories in which the wheels do not turn, farms that lie fallow, and an army of unemployed, not only idle but actually facing want, while on the other hand the nation is abundantly supplied with raw materials and implements of production, amply provided with competent labor, and inhabited with a population constituting the world's greatest market.

This unplanned economic system has brought ruin to business and industry and produced want in many homes of America, and now threatens to imperil the education of the next generation. Business depends for its success on the educational training in the public schools. Industry looks to the public schools to provide trained workers. The economic disaster that now confronts the American people should not be permitted to visit its effect on the next generation. The efficiency and the general welfare of the next generation depend to a large extent on the amount, character, and quality of the education that it is now receiving in the public schools.

Whatever we want the citizens of the next generation to know or to be able to do must be included in the educational program of the present day. Close the educational institutions and cease other forms of systematic instruction, and the next generation must be illiterate. Delay in the development of other municipal activities may only cause inconvenience for a time; but time lost in providing an adequate program of education for the child can never be made up, either by the school system or by the child.

Education has been called the "debt eternal," which one generation owes the next generation.

With world politics and economics in a state of confusion it is imperative that the children of today shall suffer no check in their educational growth if they are to meet and solve effectively the problems that will face them as citizens. The nation should see to it that the boys and girls now in our schools shall leave them for the school of life possessed of that knowledge, that power to think straight, and those ideals of citizenship that are essential to the preservation of democracy itself.

Enriching the Child's School Life

By MAURICE S. H. UNGER

Superintendent, Westminster, Maryland

MUCH is said and written about education these days. Many methods and practices are paraded, but it is obvious in much that is said and done that the chief factor in the learning processes is like the Hamlet play with Hamlet left out, in that the child is always considered as the negative, patient, docile and receptive object upon which these methods and practices must make their imprint. It is an unfortunate fact that so many good school people, teachers and administrators fail to focus their attention upon the individual child as the chief factor, not subject matter, not teacher, not buildings, not methods, but just the child, and that the child "learns by doing," not by passive absorption.

We in Carroll County, Maryland, are making a real conscientious effort to interpret Dr. Dewey's famous formula in classroom and school practice, adapting all subject matter values to interpretation in terms of the child's participation in activities that will have meaning for him now, not at some future time. We conceive the school as a vehicle which must lend itself to furthering these activities, through which the child after years of exposure emerges as a product of an infinite variety of experiences in which he has personally participated, and from which he has formed habits, attitudes and skills. He has also found out his vocational tendencies and has been guided into the proper channels for pursuing a livelihood and becoming a good citizen.

A properly balanced school consists of four distinct phases paralleling each other in the child's life as he proceeds from his entrance in the school, through it, and passes out of it. The execution of these phases for his benefit depends entirely upon the character and capacity of those in charge of the school. If they have the vision and the technique to interpret his exposures and experiences so as to have meaning for him, his school life will profit him and society, and he will emerge a useful citizen. These phases are as follows:—

I. Growth through Play Activity.

A. Equipment.

Ample playgrounds; indoor play space; courts for all youthful games; play apparatus and equipment; showers; lockers; swimming pools; proper sanitation; play uniforms; play director.

B. Outcomes.

1. Health.

Play development; overcoming physical deficiencies; muscular balance; physical corrections; trials of strength.

2. Character building elements.

Courage; honor; emulation, good sportsmanship; team-work; co-operation of individual to group activity; power; confidence; finding oneself; enriched thinking; sacrifice; unselfishness; consideration for others; sympathy; comradeship; willingness to work; satisfaction; pleasure; emotional response; competition; skill; leadership.

II. Growth through Manual Activity.

A. Equipment.

Shops; tools; typewriters; adding machines; electrical equipment; laboratories; gardens; farm plats; sewing machines; auto chassis; wood; metal; cement; bricks; plaster; paint; scientific apparatus; charts; house furnishings; water colors; drawing instruments; plant conservatories; cafeterias.

B. Outcomes.

Making things; exploring; handling; matching; measuring; investigation; self-expression through individual projects; acquiring experiences; establishing laws by experimentation; learning to do things; caring for tools and machines; applying mental processes through experimentation to abstract principles; thinking in the concrete; satisfaction; pleasure; interest and effort; finding one's vocational aptitudes; individual freedom; competition; vocational guidance; constructive art; fine art.

III. Growth through Auditorium Activity.

A. Equipment.

Stage lights; piano; radio; phonograph; moving picture machine; projectors; musical instruments for orchestra and band; movable seats; scenery; curtains.

B. Activities.

Instrumental music; orchestras; bands; choruses; solos; voice training; operettas; pantomimes; plays; debates; declarations; addresses; exhibits; competitions; radio programs; appreciation lessons; fairs; socials;

Sheldon Adjusto-Posture Classroom Chair-Tables

The Adjusto-Posture Chair-Table illustrated at the right combines all the features which are required for true efficiency in seating equipment. May be had with adjustable top for art students. Has stable writing top for ordinary use and scientifically designed seating for health and efficiency.

Variations of this table have been developed to meet the needs of other departments. Made in sizes to accommodate students from kindergarten through high school.

E. H. SHELDON & COMPANY

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Specialized Schoolroom Equipment of All Kinds

dances; assemblies; parent-teacher meetings; musicales; minstrels; commencements.

C. Outcomes.

Participation; rhythm; conforming to group activity; entertainment; learning to sing, to play, to act; appreciation; poise; overcoming diffidence, stage fright; learning to speak and sing in public; learning to dance, to conduct oneself in proper manner as to dress and behavior; learning to entertain, to speak, and debate; acquire social knowledge and control.

IV. Growth through Mental Activities.

A. Equipment.

Standard classrooms; movable desks or tables and chairs; maps; films and slides; pictures; toys; libraries; museums; conservatories; phonographs; records; microscopes; scientific apparatus; art paints and colors; paper; magazines; newspapers; drawing equipment; texts; reference books.

B. Methods.

Unit Courses of Study; different levels of instruction; teaching through activity, correlated with the other departments; emphasis on primary, associate and concomitant learning; teacher in the background.

C. Outcomes.

Self-reliance; individual vs. mass instruction; interest through effort; encouragement; pleasure in learning; freedom of expression; living experiences; getting meaning through correlated activities; learning to find oneself; learning to do independent thinking; expression, not repression; knowledge, intellectual attainment.

It will be noticed from the above that our activities revolve about four pivotal children centres, namely, the classroom, the shop, the auditorium, and the playgrounds. The whole program from the first grade onward has a forward or vertical look, as well as a broadening or horizontal aspect. In the former, the individual looks forward to the time when he will participate for the honor of his school in the great culminating events of the school year. These major events are interschool and consist of contests to win. It is an accepted formula that one must be exposed to experiences to get meaning out of life. We have, in consequence, evolved a curriculum that is rich in affording every child exposure through activity in the four fields mentioned above.

There are no prizes for doing things, only the joy of participating and working out a problem or a project either individually or in a group. When prizes are won, they are won for the school.

The character of the activity or project depends much upon the knowledge and experience of the teacher, as well as the group with which she happens to be working. In this short statement one cannot enumerate the common list of activities prevailing, but the possibilities are unlimited as soon as one assumes that children are living now, and not only when they become adults.

Carroll County has not as yet succeeded in accomplishing this whole program, but it has made great strides towards it.

Personal and Professional

HENRY T. FLECK has been one of the country's outstanding pioneers in taking good music to the public and especially through the public school systems.

Specific movements of which he was the originator include the Junior Philharmonic, forerunner of the present Young People's Symphony Concerts and the foundation in 1915 of the High School Choral organizations in New York.

Through Dr. Fleck Hunter College became the birthplace of the free concert movement through the People's Concerts which he founded with the financial support of the late Joseph Pulitzer and personally conducted, and which finally became national and international in their influence. Later through the generosity of Adolph Lewisohn, Dr. Fleck, for probably the first time, brought about the inclusion of a course in chamber music in the regular curriculum at Hunter College. This was a first step in what has been an outstanding aim of Dr. Fleck's career as a musical educator, namely, placing music upon the same basis as other academic courses in colleges.

INEZ N. McFEE, Springdale, Arkansas, author of "How Our Government Is Run," insists in her writings that no one should be naturalized however much he knows about the United States, its government, or its history, unless he has America in his heart. The spirit of America is of first importance.

MRS. ANNE L. ROGERS, dean of pupil guidance, Roger Sullivan Junior High School, Chicago, is a professional lecturer on "Problems of Personality." Her leadership, professionally, her social prominence in Federation activities, and in literary activities as a prize winner as an essayist in competition with 70,000 competitors, give her distinction as a specialist in a Chicago high school.

FRED D. WISH, Jr., superintendent of Hartford, is taking an active part in social and civic leadership, which signifies much in Connecticut that is traditionally in the forefront in promoting non-official community activities.

PAUL E. HITCHCOCK, of the State Teachers College at Keene, New Hampshire, is to teach English in Henry Ford's unique school at Sudbury. This is one of the most fascinating position any teacher could enjoy. While this school does theoretically retain the simplicity of the old-time country school it does have the highest artistic and scholastic teachers in every thing studied.

I am familiar with the work of this school from its opening to the graduation this year, and it is as artistic as it is unique.

JAMES R. WILSON, Phoenix, Arizona, has attained national distinction by the recognition of Houghton Mifflin Company, in the "Science of Everyday Life," which is one of the creations of the present world revelations.

ERNST MAKECHNIE, Somerville, Mass., who is the champion in the campaign to have the Legislature create a Division of Social Ethics in the State Department of Education, presided at the conference in Boston on October 17.

Mr. Makechnie has been a distinguished leader in professional education for more than a third of a century. His father was one of the foremost public schoolmen of New England sixty years ago and thereafter until Ernst succeeded him in activity.

AUGUSTA MAGUIRE WIDER, Mitchell, South Dakota, continues to hold high rank among lecturers on art appreciation, literature, and on general subjects. She is an artist in the presentation of her material and an inspiration in her personality.

South Dakota has developed some eminent lecturers through the annual county institutes, among whom Augusta Maguire Wider has established a reputation through the West and Northwest.

MISS MARY E. FULLER, for twenty years assistant principal of the Lucy L. Flower Technical High School, with Dora Wells, principal, has won national fame by helping to make the Lucy L. Flower Technical High School one of the most important Girls' Technical Schools in the country. The Journal of Education had an extended article on the achievements of this school recently. This is one of the schools that the editor of the Journal of Education has visited regularly several times a year.

DAVID SEGAL of Long Beach, California, is appointed to the Department of Tests and Measurements of the Office of Education with Commissioner William John Cooper. He has attained high reputation for efficiency on the Pacific Coast.

CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN
Editor, The Egan Monthly Service in Character Training

Emphasis Should Rest on Positive Side

THE title of this Workshop Conference is rather commonplace, since the idea involved has been universally accepted as sound. Like many another axiom accepted by society, its practical application very often has not been in accordance with the thought expressed.

While all agree that the positive side is the most effective and, in fact, the only one upon which we can really rely for ultimate results, the universal practice in actual operation is to employ the negative.

The big leads in the newspaper cry aloud the delinquencies of fellow citizens. The movies are concerned very largely with consideration of criminal conditions. The conversations in the home and on the street revolve around extraordinary and unusual conditions, and the extraordinary and the unusual is, to a large extent, the thing which has the taint of crime upon it. In all these cases the negative side is presented for the consideration of those who come in contact with it. If this side and the consideration of it has positive character training value, after such complete consideration the race should advance more rapidly than it does in the paths of rectitude. As a matter of fact, presentation of the negative side of life does very little in the way of warning the child against the consequences of crime. It is seriously suspected that due to a submerged sympathy which exists in the heart of nearly everyone for people who are in difficulty, regardless of how the difficulty has been induced, there arises a callousness towards the ugly and the criminal which tends to produce at least an apathetic condition which many claim to be responsible for the present inertia towards evil so noticeable throughout our civic life.

This thought has particular application to one device so commonly used in character-training work, namely the case situation story. As everyone knows, the case situation in the legal field refers exclusively to conditions which are brought up for consideration because they involve an infraction of the law, or a point that is very decidedly in dispute; in other words, they present the negative situation in every case.

An examination of the case situation commonly presented as usable for character training work reveals the same condition. The story almost invariably revolves around the misdeeds of children, or involves points of conduct which appear to be debatable. This is merely continuing along the line so thoroughly established by general procedure in all walks of life.

It is our contention that this is wrong, that what the child needs is emotional balance which can come only from a counteracting presentation involving things that are good and beautiful and true and upbuilding; a presentation that really interests and vitalizes because of its emotional appeal.

How much better and how much more beautiful a tone would our newspapers assume were this policy followed to a greater degree than at present! What an instantaneous change would come over the character of our motion pictures! What a change would come into every home if the parent made it the business of the day to present the child with outstanding examples of deeds of beauty and truthfulness and love. While this might be difficult for the home, due to the lack of preparation on the part of the parents, it should not be difficult for the school, and every case situation story presented to the child for consideration should be definitely on the side of inspiration and successful achievement.

Consider in this connection the two cases that follow:—

CASE I—USUAL TYPE; NEGATIVE SIDE

Tom studied the pieces of chocolate in his hand, then he carefully dusted them off, and put them back into the bag which the storekeeper gave him.

"Too bad, sonny!" said a bystander, "but you had better throw that candy away. That gutter is a pretty dirty place."

Tommy grinned. "I guess the candy is all right," he said, as he hurried away.

When Tom reached home he handed Jennie the bag that held the dirty chocolates.

The next week Jennie came down with diphtheria.

CASE II—POSITIVE TREATMENT

From The Egan Monthly Service in Character Training. Copyright.

Jane and Emma had pooled resources, five cents each, and Jane was coming out of the store door with ten chocolates when the bag broke, and five

of the candies rolled into the dirty gutter. Jane cried out in real sorrow, for dimes were very scarce in her home. She picked up the five spoiled goodies and looked at them, then she wrapped them in a piece of waste paper. She knew Fido and Big Ben, her father's horse, would love to eat them; they were not like human beings; they would not run any risk of getting some terrible disease from the filthy sidewalk.

When Jane reached home she handed the remaining five chocolates to Emma.

"I am awfully sorry," she said, "but there is no reason why *you* should go without your share."

Emma laughed gayly. "You silly girl," she said, "we'll eat these five twice as slowly, and in that way enjoy our candy just as long as we otherwise would."

Question: Submitted by A. H. Froemming, director of street trades, Milwaukee.

"To what extent and in what form can negative personal qualities be profitably suggested to boys and girls in character training procedure without unfavorable associations?"

Answer: Only incidentally in group teaching, and always in connection with a positive situation that holds an emotional appeal.

If an individual is being treated, it is salutary to speak very plainly, in privacy, of course, using every argument to drive home an appreciation of inevitable consequences.

TEACHERS, GRADE 4-8 INCLUSIVE

If you are interested in the latest development in Character Education work the current issue of Mr. Egan's Monthly Service will be sent to you free of charge. Send a card with stamped self-addressed envelope to Journal of Education, 6 Beacon Street, Boston

They Say

EDWIN C. BROOME, president of the Department of Superintendence of the National Education Association:—

"Education is a total community responsibility. It is not the sole business of a corps of principals and teachers, nor is the formal school the only agency in the educational process. While educators may lead the way, they cannot go far without the support and co-operation of other agencies in the community which are influencing the lives of the children. . . . In working with the community we must not forget the influence of the newspaper. Approximately 50,000 parents of Philadelphia school children visited the schools during American Education Week last fall as a result of the offer of this opportunity to them."

CALVIN COOLIDGE:—

"It is not too much to say that the need of civilization is the need of teachers. The standards which teachers are required to maintain are continually rising. Their work takes on a new dignity. It is rising above a calling, above a profession, into the realms of an art. It must be dignified by technical training, ennobled by character and sanctified by faith."

MAHATMA GANDHI:—

"I believe in equality for everyone except reporters and photographers."

JOSEPH K. HART, Vanderbilt University author of "Creative Moments in Education":—

"With all the changes going on all about us and within us the school is our major social institution that shows most actual lag."

CHARLES M. SCHWAB:—

"Money in itself means little, but money is the badge of accomplishment."

PRESIDENT HOOVER:—

"The ill-nourished child is not the product of poverty but largely the product of ill-instruction and ignorant parents."

EDWIN F. GAY, Harvard:—

"As the world grows, we must grow larger-minded."

DR. JAMES F. ROGERS, specialist in health education, Federal Office of Education:—

"We have been trying to have children all weigh alike, all drink the same number of glasses of water, all drink the same number of pints of milk, all sleep the same number of hours, all stand and sit alike, all take the same exercises for the same number of minutes.

"Those who are engaged in preserving and promoting the physical welfare of the child are ignorant of a great many things, and should keep in mind that we are quite likely to go very much astray in many of our theories and practices."

DR. WILLIAM J. MAYO:—

"Anyone dabbling in the occult, deliberately depriving himself of vision, man's chief means of getting information, injures himself mentally."

BOOK TABLE

THE HIGH ROAD OF SONG. By Robert Foresman. Cloth. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

American song books for schools have an artistic fitness for school use, and every book that Robert Foresman makes has a special purpose. Of this book he says:—

"Teaching music in the ungraded or partially graded school, while basically the same as teaching the subject in the graded school, presents, at the same time, difficulties and opportunities which are not found in the latter.

"To obviate the difficulties and take advantage of the opportunities, as far as each may be possible, is the aim of this book, 'The High Road of Song.'

"The songs selected for this book are of the types which appeal to all: those universal melodies which quicken and inspire the little child and in which he sees new beauties and meanings as he grows older, and which will be a source of delight and uplift of spirit as long as he lives."

GEORGE WASHINGTON WORKBOOKS AND MANUALS. Richmond, Virginia: The Johnson Publishing Company.

This set of workbooks, three for primary and grammar grades, three for junior and senior high schools, are of surpassing importance.

LITTLE JOURNEYS WITH WASHINGTON. For third grade. By Laura Zirbes, Ohio State University.

This book brings the atmosphere of the time to the child.

WASHINGTON — FRONTIERSMAN AND PLANTER. By Dr. Florence E. Bamberger, Johns Hopkins University. Grades Four and Five.

Dr. Bamberger has prepared a book that tells the story of George Washington's first important adventure. Washington was sixteen years of age when his work was recognized as that of an eminently successful pioneer, and from that time he was accepted everywhere by everyone as a remarkable person.

Dr. Bamberger has a book of superior merit biographically, historically, and professionally.

WASHINGTON'S RULES OF CIVILITY. For Seventh Grade. By Ernest Horne, University of Iowa.

The rules set forth in this manual will make an unusual appeal to American youth of today.

WASHINGTON AND THE AMERICAN REVOLUTION. By Thomas Alexander, Teachers College, Columbia University; Nellie L. Holmes, Packer Collegiate Institute, Brooklyn; Eugene Fair, Jr. For Grades Seven and Eight.

A workbook of nine units, each consisting of descriptive matter, exercises, questions and special studies.

WASHINGTON — STATESMAN AND LEADER. By Howard E. Wilson, Harvard University; Florence H. Wilson, Wheaton College, and Roy Arthur Price, Culver Military Academy. For Grades Eight and Nine.

This book emphasizes Washington's contribution to his country.

WASHINGTON AND THE CONSTITUTION. By John C. Almack, Stanford University, Grades Nine and Twelve.

This book gives excellent descriptive matter with frequent bibliographies.

Each book is an independent masterpiece as though it were the only book for the Washington Bicentenary.

Each book has the artistic, scientific, manufacturer's skill developed regardless of expense because of the significance of the entire series.

The illustrations of each book are especially adapted to the age and attainments of the grades for which it is focused.

The cost of the entire series with its vast illustrative material, universal information and professional presentation is surprisingly light.

The George Washington Foundation of Washington, D. C., has provided manuals to accompany these workbook. The Johnson Publishing Company is distributor of these manuals.

LATIN WORDS IN COMMON ENGLISH. By Edwin Lee Johnson, Vanderbilt University. Cloth. 327 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

If Latin or Greek is a dead language it is because some textbook author or college professor has killed it. There is nothing quite as much alive as a classic language.

Professor Johnson of Vanderbilt University has made an exceedingly valuable contribution to the enlightenment of students and of adult readers and users of English by the skillful way in which he shows how Latin words have persisted in modifying English language as it rambled through forests of native words and phrases.

As the student proceeds with his courses in Latin or his reading in English, it is no longer enough for him to recognize English words of Latin origin. He has a right to know something of the how and why of forms and meanings. How is "royal" related to "regal"? What connection of meaning between "hearse" and "rehearse," between Latin *posse* and English "posse"?

The book is fascinating history, revealing delightful relationships. For example:—

Swine, ox, calf, good Anglo-Saxon words, are used for animals that are herded by serfs. They become pork, beef, veal, good French words, when they are ready to be prepared for the enjoyment of persons who can pay for luxuries.

Books written in the present world crisis seem to have a higher value, to have been enriched by the wider range of public interest. This book certainly is of exceptional interest because of its wide range of information.

JOHNS HOPKINS UNIVERSITY STUDIES IN EDUCATION. Florence E. Bamberger, Editor. No. 16. The National System of Education in Mexico. By Cameron Duncan Ebaugh. Paper Cover. 150 pages (6 by 10). Baltimore: The Johns Hopkins Press.

This study of Mexico under the guidance of Johns Hopkins University is of importance because of the re-creation of Mexico under the present national leadership.

There seems no occasion to fear any return at any time to the traditional social, economic or civic condition. For the first time the government seems to have the people ready to think and act internally. They were just ahead of the world crisis and escaped the governmental chaos which jeopardized so many governments.

Dr. Florence Bamberger's leadership in the School of Education of Johns Hopkins University is rendering an important service in the creation of these studies in education. They are always reliable in their information, strictly impartial in their interpretation of relationships and inspirational in their spirit.

Books Received

"Tests and Measurements for Teachers." By Ernest W. Tiegs.—"Diagnostic and Remedial Teaching." By L. J. Brueckner and E. O. Melby. Boston, Massachusetts: Houghton Mifflin Company.

"Essentials and Correctness in the Use of English." By A. C. Morris and H. E. Spivey. New York City: Prentice-Hall, Incorporated.

"A Practical Reader for Adults," Books One and Two. By J. D. Mason and G. E. O'Brien — "Debating." By Raymond F. Howes.—"Latin Words of Common English." By Edwin L. Johnson. Boston, Mass: D. C. Heath and Company.

THIS WEEK ON THE AIR

Nationwide Radio Broadcasts Selected For Their Educational Interest

Columbia Network

Key Station WABC, Eastern Standard Time

Monday, December 14

2.30 P. M. American School of the Air, Jacques Marquette (History Drama).

4.30 P. M. National Student Federation of America Program, Governor Pinchot. From Harrisburg, Pa.

10.30 P. M. Toscha Seidel, Violinist, with Concert Orchestra.

Tuesday, December 15

2.30 P. M. American School of the Air, Gathering Folk Music in France (Geography and Music) Dorothy Gordon.

7.30 P. M. Kaltenborn Edits the News.

10.30 P. M. Speech by Richard Whitney, President of the New York Stock Exchange.

Wednesday, December 16

11.15 A. M. Musical Alphabet.

2.30 P. M. American School of the Air.

5.00 P. M. National Tuberculosis and Health Association Program.

6.00 P. M. "Bill Schudt's Going to Press."

Thursday, December 17

1.00 P. M. Will Hays Speech before Boston Chamber of Commerce.

2.30 P. M. American School of the Air, Trip to Toyland (Primary music) Dorothy Gordon, "Little Tin Soldier" (Children's play acted by children).

7.30 P M. Kaltenborn Edits the News.

8.45 P. M. Angelo Patri, "Your Child."

10.30 P. M. Grand Opera Miniatures, Howard Barlow, Conductor.

Friday, December 18

2.30 P. M. American School of the Air, "Agriculture," by U. S. Secretary Hyde.

3.45 P. M. Columbia Educational Features.

4.45 P. M. Curtis Institute of Music Program.

8.30 P. M. March of Time, Dramatization of the Week's Outstanding News Events.

Saturday, December 19

10.00 A. M. Jewish Art Program.

11.00 A. M. New York Philharmonic Symphony Children's and Young People's Concerts, Ernest Schelling, Conductor.

12.45 P. M. Wingate Athletic Broadcasts.

7.00 P. M. The Political Situation in Washington Tonight, Frederic William Wile.

10.00 P. M. National Radio Forum from Washington, D. C.

National Network

Key Stations WEAF and WJZ, Eastern Standard Time

Monday, December 14

9.45 A. M. Our Daily Food (WEAF).

10.00 A. M. U. S. Navy Band (WJZ)..

2.00 P. M. Health Talks (WEAF).

2.30 P. M. Current Events, by Ellery Walter (WJZ).

3.00 P. M. U. S. Marine Band (WJZ)

4.00 P. M. Be Emily Posted, Mrs. Emily Post (WJZ).

4.00 P. M. National Music League Program, Recital groups for schools (WEAF).

6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).

8.00 P. M. Dramatic Sketches, events in American history (WEAF).

8.30 P. M. Death Valley Days (WJZ).

9.30 P. M. Parade of the States, Erno Rapee's orchestra (WEAF).

Tuesday, December 15

9.00 A. M. Morning Glee Club, directed by Keith McLeod (WEAF).

10.00 A. M. High School Band and Orchestra (WJZ).

3.00 P. M. Music in the Air (WJZ).

4.00 P. M. Magic of Speech, Vida R. Sutton (WEAF).

4.30 P. M. Spotlights in Drama and Literature, by Montrose J. Moses (WJZ).

7.45 P. M. Back of the News, William Hard (WJZ).

9.30 P. M. Great Personalities, by Frazier Hunt; also symphonic program (WJZ).

Wednesday, December 16

9.00 A. M. Morning Glee Club (WEAF).

3.15 P. M. International Current Events, "Mexico," by Dr. Egler N. Simpson.

4.30 P. M. Eastman School Chamber Music String Quartette (WJZ).

6.00 P. M. Music Treasure Box, Pierre V. R. Key, operatic stars (WJZ).

6.45 P. M. Topics in Brief, by Lowell Thomas (WJZ).

10.00 P. M. Rochester Civic Orchestra, directed by Guy Fraser Harrison (WJZ).

Thursday, December 17

9.00 A. M. Morning Glee Club (WEAF).

2.45 P. M. Vocational Guidance Series, by Francis H. Sisson.

4.15 P. M. U. S. Navy Band (WJZ).

4.20 P. M. Talk from London, (WEAF).

5.00 P. M. The Jungle Man, Carveth Wells (WEAF).

6.30 P. M. The World Today, by James G. McDonald, (WEAF).

7.45 P. M. Famous Fallacies of Business, by Merle Thorpe (WJZ).

8.00 P. M. Dixie Spirituals, from Richmond, Virginia (WJZ).

Friday, December 18

9.00 A. M. Melodic Gems, directed by George Dilworth (WEAF).

11.00 A. M. NBC Music Appreciation Hour (WEAF and WJZ).

2.00 P. M. U. S. Army Band (WEAF).

2.45 P. M Mormon Tabernacle Choir (WJZ).

4.15 P. M. Radio Guild, "The Rivals" Sheridan (WJZ).

6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).

Saturday, December 19

9.00 A. M. Le Trio Charmante (WEAF).

7.15 P. M. Laws That Safeguard Society, Dean Gleason L. Archer (WEAF).

8.00 P. M. Danger Fighters, stories of the struggle to perfect various foods (WJZ).

8.00 P. M. Civic Service Concert Program from Chicago (WEAF).

8.30 P. M. Economics and Psychology, auspices of National Advisory Council on Radio in Education, Otto T. Mallery and Leta S. Hollingsworth (WEAF).

9.00 P. M. Chicago Civic Opera (WJZ).

NEWS OF EDUCATION

Many Students Serve as Editors

Three Hundred News and Literary Organs Are Published in Secondary Schools of New York City

NEW YORK.—Nearly 9,000 students in secondary and junior high schools in New York City are active in editing, publishing and reporting for school newspapers, magazines and foreign-language publications whose aggregate academic circulation runs into the hundreds of thousands.

Academic staffs put out 300 regular newspapers and magazines. In addition, there are issued scores of smaller publications specializing in one or another foreign language, whether modern or ancient, or a literary or scientific subject.

Editorial staffs and school-paper committees, which comprise the business, advertising, sports and publications groups, are served by more than 3,100 boys and girls in the senior high schools. Similar staffs totaling more than 5,500 in membership are busy reporting and editing the regular publications in the junior high schools.

The surprisingly wide field of undergraduate journalism is dominated by two types of publications; the newspaper, fashioned generally along the lines of the ordinary daily, and the literary magazine, with a strong emphasis on fiction, poetry, and, sometimes, humor.

Every high school has its paper where school life in all its aspects passes review. The general point of view is strongly "provincial," with strong emphasis on the activities of the home school rather than city education in general. There is usually a faculty adviser, but he keeps in the background, and the students generally have their say and in their own fashion.

The newspapers provide a much-needed outlet for outbursts against teachers, painstaking examination of their foibles, recognition of faculty rivalries and unconcealed joy at a teacher's occasional discomfiture. These departments of sarcasm, satire and pointed amusement usually provide the most lively lines in the newspapers.

The outside world touches the high school journalists mostly through new books, theatres and concerts, which are generally "covered" by students with interests in those fields.

Careful, artistic endeavor, make-up and literary ambitions are embodied in the magazines.

A recent issue of a high school magazine attained a circulation of 5,500 copies.

More Americans Studying in Paris

PARIS. — American students in greatly increased numbers are enrolled this year in the five branches of the University of Paris. Most popular of all the five branches of law, letters, pharmacy, science and medicine of the university is that of letters, known as the Sorbonne, which was attended by 8,000 students last year. That attendance has been surpassed this year. American students are also entered this year in the medical schools of the Universities of Grenoble, Nancy, Montpellier and Lyons. There is no restriction on the number of foreign students allowed to enter the medical schools of French universities. France is the favorite of all European countries with Americans who come abroad to study because medical standards are high and fees are unusually low. Many of the students who are seeking economical means for study are living at Cite Universitaire where two meals a day can be obtained in the general dining room for eight francs (thirty-two cents). Rooms in the United States pavilion at the university centre rent for as low as 250 francs or $10 a month. Decreasing prices are responsible for much of the attraction of an overflow of students in Paris this year. Where prices were quoted last year at from 1,000 francs ($40) to 1,500 francs ($60) a month for a student's expenses, they begin now at 900 francs ($36).

Business School Losing Support

NEW YORK.—The whole system of private, commercial education must make a concerted effort to regain the public confidence lost because of the unethical practices of some of its constituents, if it is to survive the severe competition of public high school and university business courses, said Howard C. Schermerhorn, principal of the Merchants and Bankers School in Washington Heights, at the New York State Business Education Association's annual fall conference here. "The steady decline in private business school enrollment in the last few years," he said, "is due to a loss of public confidence in the institution. That loss of confidence is aggravated by interscholastic suspicion and mistrust, the out-and-out money-making methods of some of the schools, whether by fair means or foul; the backward teachers and antiquated teaching methods used in some, and the atrocious 'job guarantee' method of advertising that some employ."

Honor Builder Of Mountain School

NEW YORK.—The Town Hall Club's 1931 gold medal for "accomplishment of lasting merit" was presented to Miss Martha McChesney Berry, founder of the Berry School for Mountain Children in Georgia, at a recent dinner of the club. The medal, which was awarded last May, was presented by Francis H. Sisson, president of the club. Mrs. John Henry Hammond, president of the Association of Berry Pilgrims, an organization for the support of the school, and the Rev. Dr. Robert E. Speer, who were the chief speakers, traced the development of the school from its foundation in an old log cabin in 1902. It now has a student body of about 1,000. Miss Berry, responding to the presentation, said the aim of the school had been to teach boys and girls to work and to love to work. She accepted the medal not for herself, she said, but "for the 10,000 boys and girls who made the schooi what it is." Miss Berry's name will be inscribed on a plaque in the club.

Put Chinese Girl In High Position

BROOKLYN, N. Y.—Miss Thelma Hor, the first girl of Chinese parentage ever elected to the highest student position at Girls' High School in Brooklyn, hopes to become a teacher of mathematics and is already interested in social service work. Miss Hor was elected president of the Loyal League, the student governing body, last term, and took up the office this fall. Miss Hor has a long record of high scholastic standing, both in the high school and the junior high. But in addition to her school work she finds time to teach English to a class of Chinese adults on Sunday afternoons and she helps her aunt bring up the four younger children.

BUS REGULATION
Bay State Commission Makes Recommendations

BOSTON.—Regulation of the operation of school buses, through the enactment of thirteen rules into state law, was recommended to the Massachusetts Legislature by the special commission which has been studying the problem of how best to protect school children while being transported to and from school.

A summary of the recommendations follows: 1. Defining as a school bus a motor vehicle used exclusively for the transportation of school pupils, carrying six or more persons. 2. Periodic inspection of school buses by the registrar of motor vehicles. 3. An age limit of twenty-one years for operators of school buses. 4. Regulation providing that no fuel shall be taken aboard while occupied by school children. 5. That all school buses shall be prominently identified as such. 6. That emergency doors shall be provided for each bus, located in rear. 7. The doors of all school buses shall be kept closed while the vehicle is in operation. 8. Adequate protection from inclement weather must be provided. 9. Regulation requiring protection across windows of school buses in form of bars or grille work. 10. Every school bus must stop not less than 100 feet from a grade crossing. 11. Overloading of school buses limited to twenty-five per cent. of capacity of vehicle. 12. Raising statutory limit of $5,000 compulsory insurance liability as pertaining to school buses to require owners to take policy providing not less than $10,000 liability in case of one person injured, and not less than $20,000 liability in case of two or more persons being injured. 13. A thirty-mile per hour speed limit.

Freshmen Alone To Hear "Copey"

CAMBRIDGE, Mass. — Charles Townsend Copeland, known to thousands of Harvard men as "Copey," will give his annual Christmas reading in the Harvard Union on December 17 this year exclusively to freshmen. "Copey's" full title is Boylston Professor Emeritus of Rhetoric and Oratory, and the chair he holds is unique in that it carries with it by long tradition the right to pasture a cow in the college yard.

Exploiting School Children Deplored

CONCORD, N. H.—Exploitation of school children by commercial houses is causing the New Hampshire Department of Education no little annoyance and considerable uneasiness, according to James N. Pringle, New Hampshire Commissioner of Education, addressing the presidents' conference of the Parent-Teachers' Association of New Hampshire in the Senate Chamber in the Capitol building recently. "Recruiting children from the schools to sell small articles of merchandise is not good for the children and is annoying to the teachers," he said, "and the practice should be stopped. It may be true that the money is earned for the purpose of purchasing schoolroom accessories," he went on, "but sometimes these additions to the schoolroom equipment are not needed, and when they are, there are better ways of obtaining them than by making the children house-to-house vendors."

U. S. Intellectuals Less "High Hat"

ITHACA, N. Y.—The question whether in its zeal for education America is beginning to supply more educated men and women than can be fitted into appropriate jobs has at least one answer in a comment of a visiting German fellowship student at the College of Agriculture at Cornell University, Dr. Karl Vogt. While in European countries there has developed what is called an "overproduction of intellectuals," he notes in an article in the News Bulletin of the Institute of International Education, America has met the danger effectively by being less "high hat." "One of the first things which forcibly strikes the attention of the foreign student newly arrived in the United States," he says, "is the great mass of educated people filling positions which in Europe an educated man would not fill." Europe's educated population, he believes, will have to adopt the "common-sense" attitude of America and end the "splendid isolation" in which they have no contact with practical life.

"Southpaws" Increasing, Says Teacher

FREMONT. Neb. — "Southpaws" are on the increase, says Dr. George Mendenhall, psychology professor at Midland College here.

Mendenhall attributes the increase in left-handedness to the recognition of the theory that children forced to become right-handed after starting as left-handers often become stutterers.

Educators, he said, no longer advocate that children be broken of left-handedness.

Left-handed children being forced to use their right hands, Dr. Mendenhall says, often start doing something with their left hand, catch themselves, stop and start over, using the right hand. This stopping and starting carries over into speech.

STUDENT RATINGS
Sent to High Schools by Penn State

STATE COLLEGE, Pa.—Every high school in Pennsylvania which sent students to the Pennsylvania State College in September, 1930, was informed recently of the rating its graduates made for the school in college.

The information was sent to the high school principals by Registrar William S. Hoffman in response to a general request made by the principals at the second annual guidance and personnel conference of secondary schools and colleges held at Penn State.

The rating made for the high schools by their graduates in Penn State compares the average standing of those who were graduated in the first fifth of their high school class with the standing attained by the "first fifthers" from other high schools.

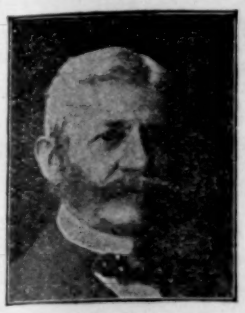
Based on these studies the registrar informed the principals that the admission system used by Penn State next year will be changed to correspond to the relative standing of the high schools. In general, applicants who were graduated in the upper two-fifths of their high school classes will be admitted upon their high school certificates, except where there are less than twenty in the class, or where the index number shows previous first fifthers ranked in the seventh tenth of the freshman class or lower. Applicants from these schools, in common with graduates in the lower three fifths, will be required to take a college aptitude test.

Education Listed In Philanthropies

CHICAGO.—Money devoted to philanthropic purposes in the United States is $2,500,000,000 a year, Dr. Arthur J. Todd, Professor of Sociology at the Northwestern University, recently told associates. Dr. Todd said that philanthropy stood eighth in the list of the ten great American industries in the value of its total operations. "Education receives 8 per cent.," Dr. Todd said, "health, 9.2 per cent; personal gifts to individuals amount to 11.6 per cent., and foreign relief gets 9.7 per cent. Approximately one-half goes for religious purposes."

Pay Tuition With Produce

OGDEN, Utah. — Students whose parents are rich in farm products, but poor in cash, can still pay their way through Weber College. Aaron W. Tracy, president of the college, has announced a plan whereby cash credit would be given students who offered vegetables, fruits, fresh meat, milk and eggs. The school's decision solved tuition, board and room problems of many Utah youths.



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Presbyterian Colleges Show Enrollment Drop

PHILADELPHIA.—Enrollment of students at Presbyterian colleges throughout the country shows a loss of 2.5 per cent. from last year, it was announced recently by the Rev. Frederick E. Stockwell, general director of the college department of the Board of Christian Education, Presbyterian Church in the U. S. A. Thirty-five higher educational institutions out of fifty-three related to the church report an enrollment of 13,462, a decrease of 338 compared to last year. The percentage of loss is heaviest among students taking special courses, reaching fifteen per cent.

Night Schools In Britain Gain

LONDON. — Unemployment which has driven thousands to night school in Great Britain has helped set a new record of 300,000 registrations. Great groups of men and women who never attended school more than six years are availing themselves of the free education which is comparatively a new development in England. Londoners are utilizing their evenings for something other than sessions at the local public house, or standing on street corners. They, like temporarily idle citizens in Los Angeles, Chicago, Detroit, New Orleans, St. Louis or New York, are preparing themselves for some specialized type of work or profession. Last year 238,000 students attended evening classes, continuation courses and technical schools. The majority of these schools are maintained and operated by the London County Council.

Yale Defends Move Against Compulsory Latin

NEW HAVEN, Conn.—The dropping of Greek and Latin from among the requirements for entrance to colleges and from the curricula of institutions of higher learning is not to be construed as a lowering of scholarship standards, says Professor Robert N. Corwin, chairman of the board of admissions of Yale University, in his annual report to Dr. James Rowland Angell, president of the university. The report is a contribution to the controversy which has been going on since Yale recently departed from its own precedent established more than 200 years ago, and decided to award the Bachelor of Arts degree to students who had not studied Latin. This decision does not mean a drift away from cultural ideals and toward materialism, Professor Corwin says, but "it means rather that it has been found best to recognize the fact that scholarship is not synonymous with a certain knowledge of Latin, however desirable this may be."

Higher Education Urged in South

CHAPEL HILL, N. C.—An appeal for stronger leadership and higher standards in southern universities characterized the address of Edwin E. Embree, of Chicago, president of the Julius Rosenwald Fund, at the opening of the Conference of Southern Educators at the University of North Carolina. Establishment of a dozen professorships at southern universities, with salaries of $10,000 a year, was suggested by Mr. Embree as a means of attracting the most distinguished teachers and scholars. The speaker grew up in Kentucky, and as an officer of the Rockefeller Foundation and Rosenwald Fund has spent much time in the South. He stated: "The greatest single drawback to getting the most eminent men in southern universities is the salary scale. The renaissance of southern universities would be started by a few high salaries and by the recognition of scholarship they would bring. If the South is to regain intellectual leadership, the universities must point the way."

EXAMINATIONS FOR CERTIFICATES OF QUALIFICATION AS TEACHERS AND NURSES. 1931

BOSTON PUBLIC SCHOOLS: Examinations of candidates for certificates of qualification to serve as teachers and nurses in the public schools of Boston will be held in The Teachers College of the City of Boston, Huntington Avenue, near The Fenway, during the week of the Christmas vacation, beginning Monday, December 28, 1931.

Detailed information with respect to these examinations may be obtained by application to the Chief Examiner, 15 Beacon Street, Boston.

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Education Strides Along in California

SAN FRANCISCO. — Illiteracy is decreasing in California. The percentage of children attending school is growing. There is no "drift" from the farm to the city. These are some of the facts set forth by the Federal Census. Of California's total population 4,160,596 live in cities and 1,516,655 in rural districts, the report shows. Mexicans comprise the largest alien group, with a total of 368,013. Japanese number 97,456, compared with 37,361 Chinese.

College Bans Greek Societies

DEFIANCE, Ohio.—Four fraternities and three sororities have been abolished from the campus of Defiance College by a decree of President W. Vernon Lytle, ordering the suspension of Greek letter societies. Dr. Lytle plans to supplant them with a social program of class units, directed by a faculty-student committee.

Seek Patronage Of Girl Students

WASHINGTON.—The college girl is stepping into the limelight along with the debutante and the bride. Her patronage is besought by the stores, reports of the department of commerce reveal. A midwestern store maintains a "college board" to advise girl students on college wardrobes and equipment. The "board" starts its contact with the girl student while she is still a senior in high school through a girl outstanding in school activities. She builds up good will for the store among her associates in the classrooms.

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Rightly Named

"What's that you call your mule?"

"I call him Corporation," answered the old colored man.

"How'd you come to give him such a name?"

"From studying de animal and reading de papahs. Dat mule gets mo' blame an' abuse dan anyt'ing in de township, an' goes right ahead havin' his own way jes' de same."

But Mandy Wasn't

Mandy had been troubled with a toothache for some time before she got up sufficient courage to go to a dentist. The moment he touched her tooth she screamed.

"What are you making such a noise for?" he demanded. "Don't you know I'm a painless dentist?"

"Well, sah," retorted Mandy, 'mebbe yo' is painless, but Ah isn't."

Where He Gets Off

"Dear Mester Hines: I got your letter about what I owe you. Now be pachent. I aint forgot you. Pleez wait. When some fools pay me I pay you. If this was judgment day and you wus no more prepared to meet your Master as I am to meet your account, you sure would have to go to hell. Trusting you will do this. I am yours truly."

History Proves It

Uncle Tom was "jollying" his little niece, trying to make her believe that the moon was made of green cheese. But Dorothy was not to be taken in.

"It can't be made of green cheese, Uncle Tom," she said convincingly, 'cause God made the moon two days before He made cows."

Overhead

He had gone to his landlord with a serious complaint.

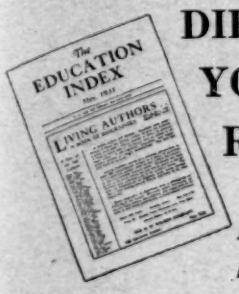
Tenant (storming) — "It's about those people in the flat above me. They won't give me a minute's peace. This morning at 2 o'clock they were jumping up and down and banging on the floor as hard as they could. I tell you, sir, I won't put up with such behavior. It's an outrage!"

Landlord (looking sympathetic)—"They woke you up, I presume."

Tenant—"No, I hadn't gone to bed."

Landlord—"Ah, I see! You were working late."

Tenant—"Yes, I was practicing on my saxophone!"



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